

## State of Maine Learning Results GUIDING PRINCIPLES

*Each Maine student must leave school as—*

- 1  
A CLEAR & EFFECTIVE COMMUNICATOR
- 2  
A SELF-DIRECTED & LIFELONG LEARNER
- 3  
A CREATIVE & PRACTICAL PROBLEM-SOLVER
- 4  
A RESPONSIBLE & INVOLVED CITIZEN
- 5  
A COLLABORATIVE & QUALITY WORKER
- 6  
AN INTEGRATIVE & INFORMED THINKER

## ***Personal Learning Plan— Career Preparation for High School Students***

Form A ♦ HS—Career Skills 1<sup>st</sup>

*The Career-Development Process Correlated to Maine Learning Results*

### **Maine Learning Results Curriculum Integration Project**

*“To reach the goals of high achievement and high aspirations  
for every Maine youth presented in the Maine Learning  
Results, schooling must recognize the individuality of each  
student’s learning path....*

*“The personal learning plan begins where the student is.”*

*—Promising Futures*

Report to the Maine Department of Education

*This document was originally produced in  
Autumn 1998 for career preparation pilots at—*

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*May 2000*

**The Curriculum Integration Project** is an initiative of the Maine Association of Vocational Education Administrators (MAVEA). A primary goal of this initiative is to demonstrate the important role of secondary technical education for the future success of our high school graduates by linking technical and career preparation curricula to the State of Maine Learning Results.

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**The High School documents (Forms A & B) culminate the series of Career Preparation for Grades 3-4 (Form C) and Career Preparation for Middle School Students (Form D). Together with their Appendixes (Form X), these documents represent MAVEA's Maine Learning Results Curriculum Integration Project for Career Preparation.**



*Curriculum Integration Project documents are intended for use by Maine public schools. Other individuals or organizations wishing to use them should consult Tim Hathorne, MAVEA Project Director, Mid-Coast School of Technology, 1 Main Street, Rockland, Maine 04841, or the Research & Curriculum Division of the Center for Career Development, Southern Maine Technical College, 2 Fort Road, South Portland, Maine 04106.*

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## Preface

*Students often need help from guidance counselors, librarians, and academic and technical faculty in putting a career context around classroom learning. Students also need frequent opportunities to apply learning across disciplines and to different kinds of work.*

**Personal Learning Plan—Career Preparation for High School Students** serves as a student guide on three levels: 1) career preparation, 2) on-the-job success, and 3) long-term career management. Originally published as a single document, it is divided here into **Form A** (Tabs/Parts 1-3), **Form B** (Tabs/Parts 4-5), and **Form X: Appendixes**.

**Form A** is patterned after skill standards developed by the Research & Curriculum Division of the Center for Career Development. Skill standards are composed of tasks organized under duty areas and accompanied by assessment criteria. **Form B** reorganizes the material to present Maine Learning Results (MLR) first.

**Form A** arranges tasks in “career-development order” then links each to career and academic MLR. **Form B** begins with the Performance Indicators for Career Preparation Standards A, B, C, & D, followed by the appropriate Standards and Performance Indicators for academic disciplines, then links each one to its career-development task(s) as presented in **Form A**. To aid in assessment, Student Performance Criteria follow each task in **Form A** and each MLR in **Form B**.

*This rubric, repeated frequently throughout, is offered as an overall assessment for tasks.*

### Task Assessment Rating Key

**1**=Does not meet the standard: *demonstrates part of the skill part of the time.*

**2**=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*

**3**=Meets the standard: *demonstrates all of the skill all of the time.*

**4**=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

## *To Students*

**Formal career preparation is the wrapping on the package: imperative, regardless of your field of interest.**

To compete in the global marketplace, companies need workers with a broad range of knowledge and skills who also get to work on time, dress appropriately, get along with co-workers, work productively alone or in teams, make appropriate decisions, speak and write fluently, and acquire new skills with the advance of knowledge and technology.

**If you haven't already, you need to identify your field of interest—its opportunities, challenges, and requirements—and plan your high school courses accordingly.** You also need to master the techniques of getting and keeping a job. (These will work for finding and succeeding in an appropriate college program, too.) At first, you may need help from school personnel, but over the course of each high school year, you can take more and more responsibility for initiating and self-assessing career activities. By graduation—especially if you enroll in a school-to-career pathway—you should feel competent and confident in your ability to take charge of your own future.

**On graduation day, you want to know what your next step is and be prepared to take it.** You can probably count on needing at least some education or training beyond high school. Still, whether you start immediately to earn your living, go right to college, or combine the two, you'll have more options if, in addition to your academic and technical skills, you know who you are, what your life goals are, and how you plan to achieve them.

“Low-skill jobs are disappearing at increasing speed. And the higher skill jobs that are proliferating require the very qualities that good educators have always valued: broad and deep knowledge, a critical mind, the capacity for autonomous and thoughtful behavior, the ability to relate productively to others, the ability to think well, and the capacity to learn what one needs to learn when one needs to learn it.”

—Marc Tucker, President  
National Center for Education & the Economy  
Quoted in *Promising Futures*



**Whatever you can do or dream you can, begin it.**

**Boldness has genius, power, and magic in it.**

—Johann Wolfgang von Goethe, 1749-1832

## To Faculty

### Use this document as a planning guide for students' career preparation.

**Personal Learning Plan—Career Preparation for High School Students** is presented in two formats. Form A, here, is designed as a skill standard that presents tasks in the career-development process in sequence, followed by criteria for assessing student performance and related Maine Learning Results (MLR). The second half of the original document, reproduced as Form B, presents MLR first, followed by related career-development tasks and criteria for assessing student performance.

Tasks and performance criteria are organized under broad categories or duty areas and can serve as both framework and assessment tool for students' independent career research, career mini-courses, career-related class projects across academic disciplines, school and business/community projects, school-based enterprises, or students' actual job experience.\*

\*Part 2 in Form A is worded as if the student were already working and expected to conform to the workplace culture. This culture could also be invoked for school activities. Parts 1, 2, and 3 begin with the career-planning task and link it to MLR. Parts 4 and 5—Form B—present the same information as Parts 1, 2, and 3, but in reverse order. ***This arrangement offers flexibility.*** You can have students start anywhere in the career-development process (Form A) and work through tasks in a particular category/duty area, or have a student or group of students start with a particular MLR (Form B) and address it through its related task(s).

Form A (Parts 1,2,&3)

Task	Performance Criteria (Refer to for assessment.)	MLR
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Form B (Parts 4&5)

MLR	Task Performance Criteria (Refer to for assessment.)	Class Activities (List of ideas.)
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In Form B, Part 4 includes a variety of suggestions for class activities to meet Career Preparation MLR. These suggestions are adapted from ideas developed by faculty and staff of Rockland District Schools. Part 5 provides space for making a similar list of career preparation activities linked to academic MLR.

***Students can use tasks in this document as a checklist for career and college preparation. They can begin at the beginning or wherever they are in their planning. Most students will repeat career-development tasks again and again over the course of their working lives as they grow in experience and as new job and career opportunities present themselves.***

**Personal Learning Plan—Career Preparation for High School Students** includes all secondary MLR for Career Preparation and Economics as well as particular secondary MLR in English Language Arts, Health Education, Mathematics, Technology, and Visual & Performing Arts.

**Academic MLR are included because of their relationship to all career pathways and to one or more MLR Career Preparation standards.** A NOTES section for each task encourages student journaling and student-faculty dialogue.

**Performance criteria for each task provide a basis for assessing student progress. Criteria are designed to—**

- ◆ Be observable;
- ◆ Be performed within a given or limited timeframe; and
- ◆ Lead to a product, service, or decision.

**A general, 1-4 assessment rubric is provided** in the *Preface* on page ii and at or near the beginning of each section. Both the student and the person supervising the task (guidance counselor, faculty advisor, workplace mentor, etc.) have space for task assessment. ***Emphasis is on self-assessment to encourage student ownership.***

## Acknowledgments



### STEERING COMMITTEE

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The primary source for this document is the *Workplace Skills Duty/Task List* produced by **V-TECS (Vocational-Technical Education Consortium of States)**. V-TECS products and services promote workforce development through skill standards based on what the person doing the job actually does. V-TECS *Workplace Skills* lists 98 skills that business, industry, and educational leaders nationwide consider necessary if tomorrow's worker is to be "a creative and responsible problem-solver, have skills and attitudes on which employers can build, and fit into a high-performance organization." All 98 skills are incorporated here.

Another major source for this document is the Grades 9-12 section of the *Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12*, produced by the **Mid-Coast School of Technology, Region 8 Cooperative Board of Education**. The *Guidance Implementation Plan* is organized according to these questions: Who Am I? Where Am I Going? How Do I Get There? The full plan provides a foundation for career awareness and planning from pre-kindergarten through grade 12.

**The Center for Career Development**, part of the **Maine Technical College System**, produced the two other major sources for this document. The Center administers Maine's statewide school-to-career pathway, **Maine Career Advantage**. MCA staff developed the *Employability Skills Training* (EST) curriculum to train student interns in the attributes they need to demonstrate in the workplace. MCA staff are based at each Maine Technical College and provide career-skills training free to public high schools statewide.

The Center's **Research & Curriculum Division** (R&C) has developed over 20 industry skill standards. They were produced initially to serve as MCA interns' workplace training plans. Carefully researched and maintained, R&C skill standards are validated by Maine educators and Maine companies for use in school-to-career programs statewide. Each R&C standard includes a section on *Essential Skills*: the professional attributes that every worker needs, regardless of job or career area. Essential Skills are incorporated in Form A under Part 2, "Career Experience: How Do I Handle the Work I Find?"

Finally, Part 4 in Form B includes a list of ideas for class activities related to Maine Learning Results for Career Preparation. The list is adapted from the high school portion of **Maine Learning Results Class Activities for Career Preparation K-12**, by staff of Rockland District Schools.

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## *Section Contents* – CAREER PREPARATION FOR HIGH SCHOOL STUDENTS

### TAB 1 ♦

#### PART 1 CAREER PREPARATION : *Who Am I and What Do I Want for Work?*

<i>Layout Guide</i> .....	2
SECTION 1.1 : Self-Assessment.....	3
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SECTION 1.3 : Job Preparation.....	8

#### Task Assessment Rating Key

**1**=Does not meet the standard: *demonstrates part of the skill part of the time.*  
**2**=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*  
**3=Meets the standard: demonstrates all of the skill all of the time.**  
**4**=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

**◆ Layout Guide for Parts 1, 2, & 3**

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b><i>Part</i></b>				
<b><i>SECTION</i></b>				
<b>SELF Assess*</b>  <u>Student rating of own level</u>	<b>1.1.1</b>  <u>Task number (part, section, item)</u>	<b>Identifies career/occupational interests, aptitudes, and capabilities.</b>  <u>Task stated as if student can do it already.</u>	Determines career interests through formal and informal research such as....  <u>Task performance criteria.</u>  Notes:  <u>For student journaling/questions and faculty responses/comments on the assessment rating, the task, the process, etc.</u>	<b>CP B1</b> Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.  <u>MLR link(s)</u>
<b>SUPV Assess*</b>  <u>Faculty or other suprvsr rating</u>				

**\*Task Assessment Rating Key**

- 1=Does not meet the standard: demonstrates part of the skill part of the time.  
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Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>Part 1 CAREER PREPARATION : Who Am I and What Do I Want for Work?</b>				
<b>1.1 SELF-ASSESSMENT</b>				
<b>SELF Assess</b>	<b>1.1.1</b>	<b>Identifies career/occupational interests, aptitudes, and capabilities.</b>	<p>Determines career interests through formal and informal research such as interest inventories, aptitude and achievement testing, learning style and personality assessment, discussions with counselors/friends/family members, self-help books on career/job search, journal writing, and other self-awareness activities.</p> <p><i>Notes:</i></p>	<p><b>CP B1</b> Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.</p>
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	1.1.2	<b>Documents personal profile information for school, work, and community activities.</b>	Creates and maintains <i>Career Portfolio</i> of work-related experience, letters of recommendation, school transcript, awards/certifications, school or community projects, and self-assessment results. <i>Notes:</i>	<b>CP B1</b> Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace. <b>V&amp;PA A5</b> Create a portfolio of work that communicates new ideas, feelings, and moods using different media, techniques, and processes.
SUPV Assess				
SELF Assess	1.1.3	<b>Describes ideal job.</b>	Uses self-knowledge, including interests, life-style preferences, career aspirations, and work and personal values to design a perfect job as a focus for occupational research. <i>Notes:</i>	(No direct correlation.)
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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1.2 OCCUPATIONAL RESEARCH				
SELF Assess	1.2.1	Researches career information from counseling and media sources to determine variety of occupations available.	Consults career/guidance counselors and media sources such as CGOE ( <i>Complete Guide for Occupational Exploration</i> ), DOT ( <i>Dictionary of Occupational Titles</i> ) or O*NET (Internet version), OOH ( <i>Occupational Outlook Handbook</i> ), and <i>Young Person's OOH</i> (see Appendixes in Form X for resource list and Internet sites) to gather specific career information. <i>Notes:</i>	<p><b>CP B2</b> Demonstrate job-seeking skills.</p> <p><b>ELA H1</b> Develop an appropriate strategy for finding information on a particular topic.</p> <p><b>ELA H2</b> Use referencing while doing research.</p> <p><b>ELA H4,5,6,7,8</b> Identify and use research sources such as library information services; government publications, in-depth field studies, and almanacs; CD-ROM, microfiche, and similar media; a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources; search engines and other Internet resources.</p>
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>1.2.2</b>	<b>Researches qualifications for entry-level employment in occupational areas of interest.</b>	Identifies appropriate academic background, personal traits, skills, and aptitudes necessary for success in occupational areas of interest. <i>Notes:</i>	<b>CP A2</b> Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities. <b>CP C1</b> Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.
SUPV Assess				
<b>SELF Assess</b>	<b>1.2.3</b>	<b>Identifies suitable career/occupational targets.</b>	Compares/contrasts personal qualifications and interests with career employment requirements to select target occupational areas. <i>Notes:</i>	<b>CP A2</b> Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
SUPV Assess				
<b>SELF Assess</b>	<b>1.2.4</b>	<b>Determines entry-level qualifications common to target occupational areas and applies this information to job-search strategies.</b>	Analyzes knowledge and skills transferable from one occupational target area to another. <i>Notes:</i>	<b>CP B3</b> Assess personal, educational, and career skills that are transferable among various jobs.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>1.2.5</b>	<b>Researches career paths in target occupational areas.</b>	Identifies further education/training necessary or advisable for advancement in each target occupational area. <i>Notes:</i>	<b>CP A3</b> Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
SUPV Assess				
<b>SELF Assess</b>	<b>1.2.6</b>	<b>Researches wage/salary ranges associated with entry-, mid-, and top-level positions in occupational area(s) of interest; projects annual income for each level and constructs matching budget.</b>	Uses state salary surveys to determine annual pay ranges for entry-, mid-, and top-levels of skill/experience in occupation; builds realistic annual or monthly budget for each level using a minimum of 10 categories, such as food, clothing, rent, utilities, transportation, insurance, healthcare, entertainment, gifts, charitable giving, and savings. <i>Notes:</i>	<b>MB1</b> Use various techniques to approximate solutions, determine the reasonableness of answers, and justify the results.
SUPV Assess				
<b>SELF Assess</b>	<b>1.2.7</b>	<b>Relates career/occupational interests to local work opportunities.</b>	Researches local companies/organizations providing employment in each target occupational area. <i>Notes:</i>	<b>CP B2</b> Demonstrate job-seeking skills.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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1.3 JOB PREPARATION				
<b>SELF Assess</b>	1.3.1	<b>Designs job-search plan.</b>	Identifies necessary steps in a comprehensive job search, from initial research to interview, follow-up, and negotiation strategies, including resources, strategies, and timelines. <i>Notes:</i>	<b>CP B2</b> Demonstrate job-seeking skills.
SUPV Assess				
<b>SELF Assess</b>	1.3.2	<b>Locates specific employment opportunities in target occupational areas.</b>	Identifies one or more companies/organizations to explore for specific employment opportunities; uses own research as well as school-sponsored activities such as career days, field trips, and guest speakers; lists people who could be potential links to identified companies/organizations through networking (see Glossary in Form X). <i>Notes:</i>	<b>CP B2</b> Demonstrate job-seeking skills.
SUPV Assess				
<b>SELF Assess</b>	1.3.3	<b>Evaluates employment opportunities.</b>	Analyzes pros and cons of opportunity using ideal job and self-assessment criteria. <i>Notes:</i>	<b>CP B3</b> Assess personal, educational, and career skills that are transferable among various jobs.
SUPV Assess				



Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>1.3.4</b>	<b>Identifies a variety of options for obtaining work experience.</b>	Investigates options for acquiring work experience, such as in-school or volunteer/service learning community projects, SBE (school-based enterprise), and various STC (school-to-career) pathways. <i>Notes:</i>	<b>CP C4</b> Use mathematical, scientific, and technological tools to design and apply solutions to a community problem.
<b>SUPV Assess</b>				
<b>SELF Assess</b>	<b>1.3.5</b>	<b>Completes job application materials.</b>	Submits job application letter/form and <i>Career Portfolio</i> /resume to hiring entity, whether school-project faculty, STC coordinator, or potential employer; follows up appropriately. <i>Notes:</i>	<b>CP B2</b> Demonstrate job-seeking skills.
<b>SUPV Assess</b>				
<b>SELF Assess</b>	<b>1.3.6</b>	<b>Prepares for mock/real job interview.</b>	Practices responses to likely interview questions; chooses appropriate clothing; identifies with whom and where interview will be precisely; determines best travel plan and leeway necessary to arrive early; researches company/organization and job; prepares questions to ask interviewer. <i>Notes:</i>	<b>CP B2</b> Demonstrate job-seeking skills.
<b>SUPV Assess</b>				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	1.3.7	Participates in mock/real job interview.	Dresses appropriately, arrives in time to be relaxed; makes eye contact and gives firm handshake; displays positive attitude and eagerness to learn; discusses qualifications and asks questions; concludes interview and follows up appropriately. <i>Notes:</i>	<b>CP B2</b> Demonstrate job-seeking skills. <b>ELA H3</b> Record significant information from events attended and interviews conducted.
SUPV Assess				

## *Section Contents* – CAREER PREPARATION FOR HIGH SCHOOL STUDENTS

### TAB 2 ♦

#### PART 2 CAREER EXPERIENCE : How Do I Handle the Work I Find?

SECTION 2.1 : Accepting Employment.....	13
SECTION 2.2 : Safety .....	14
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SECTION 2.4 : Communications .....	19
SECTION 2.5 : Technology.....	25
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◆ **See Layout Guide on page 2 in Part 1 above.**

This section is written for a student intern in a school-to-career experience. Therefore, tasks are presented according to *workplace culture* rather than schoolplace culture. Workplace expectations could also be used at school—for student teams combining technical and academic areas or working across academic or technical areas as well as for school-community projects, school-based enterprises, and in-school projects for local businesses.

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>Part 2 CAREER EXPERIENCE : <i>How Do I Handle the Work I Find?</i></b>				
<b>2.1 ACCEPTING EMPLOYMENT</b>				
<b>SELF Assess</b>	<b>2.1.1</b>	<b>Accepts or negotiates terms of employment.</b>	Discusses and agrees on terms before accepting job offer. <i>Notes:</i>	(No direct correlation.)
SUPV Assess				
<b>SELF Assess</b>	<b>2.1.2</b>	<b>Completes appropriate paperwork related to acceptance of employment.</b>	Accepts employment according to offer received/negotiated; completes necessary paperwork such as federal, state, and company/organization human resources forms. <i>Notes:</i>	(No direct correlation.)
SUPV Assess				
<b>SELF Assess</b>	<b>2.1.3</b>	<b>Participates in company/organization orientation.</b>	Displays attitude of full attention; asks questions and records information as appropriate. <i>Notes:</i>	<b>ELA F2</b> Demonstrate how language usage may depend on the situation.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.2 SAFETY				
<b>SELF Assess</b>	2.2.1	<b>Follows general workplace safety procedures.</b>	Complies with federal, state, and local safety guidelines/procedures relevant to assigned duties; follows organizational safety requirements for operation of equipment and machinery. <i>Notes:</i>	<b>H&amp;PE Health Education A7</b> Analyze how public health policies and laws influence health promotion and disease prevention. <b>H&amp;PE Health Education A8</b> Analyze how the prevention and control of health problems are influenced by research and medical advances.
SUPV Assess				
<b>SELF Assess</b>	2.2.2	<b>Uses ergonomically correct work methods.</b>	Complies with OSHA (Occupational Safety and Health Administration), state, and worksite ergonomic guidelines, e.g., proper posture/techniques for computer use, lifting heavy objects, etc. <i>Notes:</i>	<b>H&amp;PE Health Education A3</b> Evaluate the short- and long-term effects of risky behavior. <b>H&amp;PE Health Education A5</b> Analyze how the environment relates to personal and community health. <b>H&amp;PE Health Education B1</b> Provide evidence to support the validity of health information, products, and services.
SUPV Assess				
<b>SELF Assess</b>	2.2.3	<b>Follows emergency safety procedures.</b>	Displays understanding of emergency safety procedures; responds during safety drills correctly. <i>Notes:</i>	(No direct correlation.)
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	2.2.4	<b>Maintains safe work area.</b>	Keeps clean, well-organized, and manageable work station(s); identifies and reports hazardous and unsafe conditions; stores/secures supplies safely and systematically; disposes of used supplies and equipment according to organizational, manufacturer, and government regulations. <i>Notes:</i>	<b>CP C5</b> Demonstrate an understanding of workplace safety and human factors in the development of products, services, or processes. <b>H&amp;PE Health Education A3</b> Evaluate the short- and long-term effects of risky behavior. <b>H&amp;PE Health Education C1</b> Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace. <b>H&amp;PE Health Education C2</b> Demonstrate strategies to avoid, change, and report unsafe situations.
SUPV Assess				
SELF Assess	2.2.5	<b>Identifies and responds appropriately to observation/knowledge of illegal activity in the workplace.</b>	Recognizes and documents drug use, sexual harassment, theft, or other illegal activity and reports to supervisor or other appropriate person, maintaining confidentiality according to company/organization policy. <i>Notes:</i>	<b>ELA C2</b> Demonstrate an understanding of how language considerations and representations involving gender affect communication. <b>H&amp;PE Health Education A3</b> Evaluate the short- and long-term effects of risky behavior. <b>H&amp;PE Health Education C1</b> Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace. <b>H&amp;PE Health Education C2</b> Demonstrate strategies to avoid, change, and report unsafe situations.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.3 PROFESSIONAL ATTRIBUTES				
SELF Assess	2.3.1	<b>Displays high standards for attendance and punctuality.</b>	Arrives on time; remains at worksite as scheduled; complies with organizational attendance policies; uses break times appropriately. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				
SELF Assess	2.3.2	<b>Follows worksite policies pertaining to appearance.</b>	Dresses/grooms for required duties appropriately and in compliance with safety regulations. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				



Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	2.3.3	<b>Displays appropriate workplace behavior.</b>	Shows respect for others and for property and equipment; exhibits self-control; uses appropriate language. <i>Notes:</i>	<b>H&amp;PE Health Education E1</b> Demonstrate healthy ways to listen and communicate effectively with family, peers, and others. <b>H&amp;PE Health Education E2</b> Demonstrate strategies that can be used to prevent or solve conflicts without harm.
SUPV Assess				
SELF Assess	2.3.4	<b>Displays workplace ethics.</b>	Follows organizational rules and policies; complies with applicable local, state, and federal regulations; follows confidentiality and security procedures. <i>Notes:</i>	<b>MLR Guiding Principle</b> IV. A RESPONSIBLE AND INVOLVED CITIZEN – <i>B. Understands the importance of accepting responsibility for personal decisions and actions.</i>
SUPV Assess				
SELF Assess	2.3.5	<b>Displays motivation.</b>	Exhibits enthusiasm and optimism in approaching and completing tasks; shows initiative and eagerness to learn. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>2.3.6</b>	<b>Displays flexibility.</b>	<p>Responds appropriately to organizational and technological change and to new or different ideas and opinions; works effectively among a variety of situations and people.</p> <p><i>Notes:</i></p>	<p><b>ELA C3</b> Compare the ways various social, occupational, and cultural groups use language and comment on the impact of language use on the way people are viewed and treated.</p>
SUPV Assess				
<b>SELF Assess</b>	<b>2.3.7</b>	<b>Displays responsibility.</b>	<p>Accepts responsibility for personal decisions and actions; reports problems to supervisors; perseveres when assigned challenging duties.</p> <p><i>Notes:</i></p>	<p><b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i></p>
SUPV Assess				
<b>SELF Assess</b>	<b>2.3.8</b>	<b>Displays self-confidence.</b>	<p>Exhibits positive attitude when learning new methods, techniques, and processes of work; shows persistence; copes with stressful situations; copes with mistakes and failures constructively.</p> <p><i>Notes:</i></p>	<p><b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i></p>
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.4 COMMUNICATIONS				
<b>SELF Assess</b>	2.4.1	<b>Locates needed reading materials.</b>	Scans written resources quickly to locate needed information; selects materials most relevant to assigned duties. <i>Notes:</i>	<b>ELA D1</b> Scan a passage to determine whether a text contains relevant information. <b>ELA D2</b> Distinguish between apparent fact and opinion in nonfiction texts. <b>ELA D6</b> Explain how new information from a text changes personal knowledge.
SUPV Assess				
<b>SELF Assess</b>	2.4.2	<b>Applies reading skills.</b>	Explains main ideas in technical, policy, safety, and regulatory materials; uses office communications such as memos, letters, and reports to complete assigned duties. <i>Notes:</i>	<b>ELA A6, A7</b> Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms, abbreviations, and acronyms. <b>ELA D5</b> Analyze and synthesize the concepts and details in informational texts.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>2.4.3</b>	<b>Uses reading materials in a variety of formats.</b>	Applies information contained in materials such as graphs, tables, charts, schedules, and calendars. <i>Notes:</i>	<b>ELA D5</b> Analyze and synthesize the concepts and details in informational texts.
SUPV Assess				
<b>SELF Assess</b>	<b>2.4.4</b>	<b>Follows written directions/instructions.</b>	Interprets and completes tasks from written material accurately and efficiently. <i>Notes:</i>	<b>ELA D5</b> Analyze and synthesize the concepts and details in informational texts.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	2.4.5	<b>Prepares written communications.</b>	Develops/responds to communications such as memos, letters, and reports using proper business writing style; ensures relevant, clear, accurate, and complete information. <i>Notes:</i>	<b>ELA C6</b> Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their [own] use of English. <b>ELA E2</b> Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work. <b>ELA E3</b> Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics. <b>ELA G4, G7</b> Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend) and in which the organization of the work follows from the purpose.
SUPV Assess				
SELF Assess	2.4.6	<b>Applies editing and proofreading skills.</b>	Edits/revises written information, including messages, for clarity and precision; verifies information accuracy and completeness. <i>Notes:</i>	<b>ELA F1</b> Edit written work for standard English spelling and usage, evidenced by pieces that show and contain... no significant errors in grammar, spelling, or punctuation.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>2.4.7</b>	<b>Completes forms.</b>	Fills out necessary forms legibly, completely, and accurately. <i>Notes:</i>	(No direct correlation.)
SUPV Assess				
<b>SELF Assess</b>	<b>2.4.8</b>	<b>Applies listening skills.</b>	Pays attention during conversations and presentations; follows oral directions and instructions. <i>Notes:</i>	<b>ELA C1</b> Demonstrate an understanding of the relationship among perception, thought, and language. <b>ELA E4</b> Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed. <b>ELA F2</b> Demonstrate how language usage may depend on the situation.
SUPV Assess				
<b>SELF Assess</b>	<b>2.4.9</b>	<b>Applies oral language skills.</b>	Responds appropriately during conversations with supervisors, co-workers, and customers; uses proper language etiquette in person and on the telephone; speaks clearly and directly. <i>Notes:</i>	<b>ELA G11</b> Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>2.4.10</b>	<b>Uses effective questioning techniques.</b>	Asks clear, concise, and appropriate questions. <i>Notes:</i>	<b>MLR Guiding Principle</b> III. A CREATIVE AND PRACTICAL PROBLEM-SOLVER – <i>A. Observes situations objectively to clearly and accurately define problems.</i>
SUPV Assess				
<b>SELF Assess</b>	<b>2.4.11</b>	<b>Responds to feedback and constructive criticism.</b>	Accepts review, comments, and suggestions for improvement from supervisors, co-workers, and customers positively and appropriately. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				
<b>SELF Assess</b>	<b>2.4.12</b>	<b>Observes non-verbal communication.</b>	Notes that body language can be a significant indicator of another's true feelings; interprets non-verbal cues objectively and acts appropriately. <i>Notes:</i>	(No direct correlation.)
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	2.4.13	<b>Expresses personal opinions and ideas.</b>	Conveys personal opinions and ideas concerning the completion of assigned duties clearly and appropriately. <i>Notes:</i>	<b>ELA G4, G7</b> Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.
SUPV Assess				
SELF Assess	2.4.14	<b>Uses correct organizational and technical vocabulary.</b>	Employs appropriate organizational and technical vocabulary when communicating orally and in writing. <i>Notes:</i>	<b>MLR Guiding Principle</b> I. A CLEAR AND EFFECTIVE COMMUNICATOR – A. <i>Uses oral, written, visual, artistic, and technological modes of expression.</i>
SUPV Assess				



Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.5 TECHNOLOGY				
<b>SELF Assess</b>	2.5.1	<b>Operates common business equipment.</b>	Uses common equipment such as telephone systems, fax machines, message systems, photocopiers, and electronic calculators appropriately and efficiently. <i>Notes:</i>	<b>CP C3</b> Demonstrate an understanding of how humans change and adapt technology to their benefit.
SUPV Assess				
<b>SELF Assess</b>	2.5.2	<b>Performs computer applications.</b>	Operates computers and computerized equipment to complete assigned tasks. <i>Notes:</i>	<b>S&amp;T L7</b> Use computers to organize data, generate models, and do research for problem-solving.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>2.5.3</b>	<b>Uses electronic office communications.</b>	Employs electronic communications such as online databases, email, fax, and the Internet to perform assigned tasks effectively and efficiently. <i>Notes:</i>	<b>ELA H8</b> Use search engines and other Internet resources to do research.
SUPV Assess				
<b>SELF Assess</b>	<b>2.5.4</b>	<b>Acquires new technological skills as necessary or beneficial.</b>	Takes initiative/responsibility for learning new skills appropriate to current or desired position; notes positives and negatives of using new technology such as greater ease of task accomplishment vs. learning curve. <i>Notes:</i>	<b>CP C3</b> Demonstrate an understanding of how humans change and adapt technology to their benefit.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.6 TEAMWORK				
<b>SELF Assess</b>	2.6.1	<b>Works effectively as part of a team.</b>	Explains the team's importance to departmental and organizational goals; participates appropriately in staff/team/department meetings; fulfills personal responsibilities as a team member. <i>Notes:</i>	<b>CP A1</b> Demonstrate the leadership and membership skills necessary to succeed as a member of a team. <b>ELA D3</b> Use discussions with peers as a way of understanding information.
SUPV Assess				
<b>SELF Assess</b>	2.6.2	<b>Uses oral presentations to communicate effectively with team members.</b>	Prepares and delivers clear, concise, and to-the-point oral presentations, incorporating A-V (audio-visual) aids and handouts as appropriate. <i>Notes:</i>	<b>ELA H12</b> Report orally, using a variety of technological resources to present the results of a research project.
SUPV Assess				
<b>SELF Assess</b>	2.6.3	<b>Helps resolve team conflicts.</b>	Listens carefully to problem as stated by each side; checks for understanding; seeks help in resolving conflict from team leader/members or other appropriate person. <i>Notes:</i>	<b>H&amp;PE Health Education E2</b> Demonstrate strategies that can be used to prevent or solve conflicts without harm. <b>H&amp;PE Health Education E3</b> Analyze the possible causes of conflict in schools, families, and communities.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.7 PRODUCTIVITY & QUALITY CONTROL				
SELF Assess	2.7.1	Sets goals.	Develops realistic personal performance goals; defines steps to reach long- and short-term goals; measures progress toward goals. <i>Notes:</i>	<b>MLR Guiding Principle</b> II. A SELF-DIRECTED AND LIFE-LONG LEARNER – A. <i>Creates career and education plans that reflect personal goals, interests and skills, and available resources.</i>
SUPV Assess				
SELF Assess	2.7.2	Displays a positive work ethic.	Sets high standards for work quality and quantity; uses time efficiently; exhibits readiness to assume additional duties. <i>Notes:</i>	<b>CP D2</b> Use knowledge and theories of growth and development to help balance multiple responsibilities.
SUPV Assess				
SELF Assess	2.7.3	Displays commitment to quality.	Explains importance of quality to departmental and organizational goals; identifies and addresses product/service quality issues; follows quality control procedures; offers suggestions for improving quality. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – C. <i>Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>2.7.4</b>	<b>Applies time-management techniques.</b>	Prioritizes tasks; develops work plan to complete tasks efficiently; completes tasks within time parameters. <i>Notes:</i>	<b>CP D2</b> Use knowledge and theories of growth and development to help balance multiple responsibilities.
SUPV Assess				
<b>SELF Assess</b>	<b>2.7.5</b>	<b>Self-assesses performance.</b>	Evaluates own performance with input from supervisors, co-workers, and customers. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – C. <i>Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				
<b>SELF Assess</b>	<b>2.7.6</b>	<b>Uses resources appropriately.</b>	Evaluates need for supplies, equipment, and work space; makes requests through appropriate channels; minimizes waste of time, material, and energy. <i>Notes:</i>	<b>CP D1</b> Illustrate how resources and support systems, available within a community, assist individuals in their roles as workers and family members. <b>CP D4</b> Demonstrate an ability to manage personal resources.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.8 CUSTOMER SERVICE				
<i>Note:</i> The term <i>customer</i> refers here to internal personnel as well as to the external customer/client.				
SELF Assess	2.8.1	<b>Demonstrates proper business etiquette.</b>	Greet each customer courteously and respectfully; makes introductions; interacts with each customer in a professional manner. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – C. <i>Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				
SELF Assess	2.8.2	<b>Meets customer needs.</b>	Identifies customer needs; assesses ability to meet customer needs; develops action plans; contacts other personnel as appropriate; completes related paperwork. <i>Notes:</i>	<b>CP A4</b> Demonstrate an understanding of basic business concepts such as profit and loss, the availability of skilled labor, market share, and customer service. <b>CP C2</b> Demonstrate knowledge of customer satisfaction strategies.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.9 PROCESS & SYSTEMS MANAGEMENT				
SELF Assess	2.9.1	Maintains work-related information/data.	Organizes written and electronic information/data; corrects mechanical faults, such as misspellings; keeps data/information up to date. <i>Notes:</i>	<b>ELA F1</b> Edit written work for standard English spelling and usage, evidenced by pieces that show and contain... no significant errors in grammar, spelling, or punctuation.
SUPV Assess				
SELF Assess	2.9.2	Follows company/organizational work processes and procedures.	Complies with company/organizational practices concerning lines of communication and workflow. <i>Notes:</i>	<b>MLR Guiding Principle</b> V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i>
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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2.10 CRITICAL/CREATIVE THINKING				
SELF Assess	2.10.1	Clarifies scope of task or project.	Determines own role in accomplishing task/project and its desired outcome; works backward to plan steps for accomplishing it. <i>Notes:</i>	<b>MLR Guiding Principle</b> III. A CREATIVE AND PRACTICAL PROBLEM-SOLVER – A. <i>Observes situations objectively to clearly and accurately define problems.</i>
SUPV Assess				



Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	2.10.2	Obtains essential data.	Identifies appropriate sources of information; collects relevant and comprehensive data from multiple sources; distinguishes between essential and non-essential data sources. <i>Notes:</i>	<b>ELA H1</b> Develop an appropriate strategy for finding information on a particular topic. <b>ELA H2</b> Use referencing while doing research. <b>ELA H3</b> Record significant information from events attended and interviews conducted. <b>ELA H4</b> Identify and use library information services. <b>ELA H5</b> Use government publications, in-depth field studies, and almanacs for research. <b>ELA H6</b> Use CD-ROM, microfiche, and similar resource media for research. <b>ELA H7</b> Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes. <b>ELA H8</b> Use search engines and other Internet resources to do research.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>2.10.3</b>	<b>Compares/contrasts information.</b>	Distinguishes among fact, theory, opinion, and assumption; identifies contradictions in data; chooses the most applicable data for the situation. <i>Notes:</i>	<b>ELA H11</b> Evaluate information for accuracy, currency, and possible bias. <b>M C1</b> Determine and evaluate the effect of variables on the results of data collection. <b>M C2</b> Predict and draw conclusions from charts, tables, and graphs that summarize data from practical situations. <b>M J1</b> Analyze situations where more than one logical conclusion can be drawn from data presented.
<b>SUPV Assess</b>				
<b>SELF Assess</b>	<b>2.10.4</b>	<b>Summarizes data.</b>	Identifies important data patterns; organizes data into systematic/understandable formats. <i>Notes:</i>	<b>M C1</b> Determine and evaluate the effect of variables on the results of data collection. <b>V&amp;PA A1</b> Create a visual or performance piece to communicate an idea, feeling, or meaning using a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).
<b>SUPV Assess</b>				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	2.10.5	Develops action plans based on data.	Applies reasoning skills to develop conclusions; identifies desirable alternatives; evaluates data to suggest a course of action. <i>Notes:</i>	<b>M C2</b> Predict and draw conclusions from charts, tables, and graphs that summarize data from practical situations.
SUPV Assess				
SELF Assess	2.10.6	Applies problem-solving skills.	Identifies and analyzes problems; suggests reasonable solutions; follows organizational policies regarding problem situations. <i>Notes:</i>	<b>MLR Guiding Principle</b> III. A CREATIVE AND PRACTICAL PROBLEM-SOLVER – A. <i>Observes situations objectively to clearly and accurately define problems.</i> <i>B. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions.</i> <i>C. Identifies patterns, trends, and relationships that apply to solutions to problems.</i> <i>D. Generates a variety of solutions, builds a case for the best response, and critically evaluates [the] effectiveness of this response.</i>  <b>MLR Guiding Principle</b> VI. AN INTEGRATIVE AND INFORMED THINKER – A. <i>Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation.</i> <i>B. Comprehends relationships among different modes of thought and methods associated with the traditional disciplines.</i>
SUPV Assess				
SELF Assess	2.10.7	Applies decision-making skills.	Identifies decisions to be made; evaluates consequences of possible courses of action; implements decisions; evaluates outcomes and communicates to appropriate personnel. <i>Notes:</i>	
SUPV Assess				
SELF Assess	2.10.8	Applies creative thinking skills.	Generates ideas; adapts ideas and information in innovative ways to complete duties effectively and efficiently. <i>Notes:</i>	
SUPV Assess				

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## *Section Contents* – CAREER PREPARATION FOR HIGH SCHOOL STUDENTS

### TAB 3 ♦

#### **PART 3 CAREER MANAGEMENT : How Do I Keep on Growing?**

SECTION 3.1 : Life Skills .....39

SECTION 3.2 : Economics—The Larger Picture .....44

#### **Task Assessment Rating Key**

**1**=Does not meet the standard: *demonstrates part of the skill part of the time.*

**2**=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*

**3**=**Meets the standard: demonstrates all of the skill all of the time.**

**4**=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

◆ **See Layout Guide on page 2 in Part 1 above.**

“All students need a thinking curriculum—one that provides a deep understanding of subjects  
and the ability to apply that understanding to the complex, real-world problems  
that the student will face as an adult.”

—Tucker & Coddington, *Standards for Our Schools*  
Quoted in *Promising Futures*\*

\*(See Form X, Appendix A: Annotated List of Resources)

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>Part 3 CAREER MANAGEMENT : <i>How Do I Keep on Growing?</i></b>				
<b>3.1 LIFE SKILLS</b>				
<b>SELF Assess</b>	<b>3.1.1</b>	<b>Takes responsibility for own future.</b>	Makes choices/decisions that will lead to fulfillment of identified career and other life goals. <i>Notes:</i>	<b>MLR Guiding Principle</b> II. A SELF-DIRECTED AND LIFE-LONG LEARNER – A. <i>Creates career and education plans that reflect personal goals, interests and skills, and available resources.</i>
<b>SUPV Assess</b>				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	3.1.2	<b>Creates budget based on current earnings and expenses; sets realistic financial goals based on career choice and preparation.</b>	Determines earnings outlook for chosen career; defines financial goals and outlines actions and timeframe for meeting goals; weighs pros and cons of actions short- and long-term. <i>Notes:</i>	<b>CP D4</b> Demonstrate an ability to manage personal resources. <b>M B1</b> Use various techniques to approximate solutions, determine the reasonableness of answers, and justify the results. <b>SS Economics A1</b> Conduct a cost-benefit analysis of a personal or business decision. <b>SS Economics A2</b> Evaluate different forms of savings and investments for short- and long-term returns (e.g., stocks, bonds, money market funds). <b>SS Economics A3</b> Demonstrate an understanding of credit history and the positive and negative impacts that credit can have on an individual's financial life.
SUPV Assess				



Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	3.1.3	<b>Manages time effectively.</b>	Recognizes various demands on time and need for balancing work with personal, family, and community activities; schedules tasks according to importance, deadline, and balance. <i>Notes:</i>	<b>CP D2</b> Use knowledge and theories of growth and development to help balance multiple responsibilities. <b>CP D3</b> Demonstrate an understanding of the importance of community involvement to family and community life.
SUPV Assess				
SELF Assess	3.1.4	<b>Demonstrates understanding of the “new employment contract” (see Glossary in Form X) and the need for lifelong learning.</b>	Recognizes need to manage own career; keeps knowledge/skills up to date; seeks additional education/training to acquire new knowledge/skills. <i>Notes:</i>	<b>MLR Guiding Principle</b> II. A SELF-DIRECTED AND LIFE-LONG LEARNER – A. <i>Creates career and education plans that reflect personal goals, interests and skills, and available resources.</i>
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	3.1.5	<b>Recognizes when change in employment is necessary.</b>	Accepts stress as inevitable companion of change; takes care of items/loose ends needing immediate attention; seeks resources for coping with short- and long-term effects of change. <i>Notes:</i>	<b>CP D1</b> Illustrate how resources and support systems, available within a community, assist individuals in their roles as workers and family members. <b>CP D3</b> Demonstrate an understanding of the importance of community involvement to family and community life. <b>H&amp;PE Health Education A10</b> Describe how stress management relates to disease prevention. <b>V&amp;PA A6</b> Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity.
SUPV Assess				
SELF Assess	3.1.6	<b>Designs and implements transition plan.</b>	Sets goals for new employment; plans strategies and takes steps to achieve goals. <i>Notes:</i>	<b>CP B4</b> Explain the problems and possible benefits of involuntary changes in employment, including information on what actions the employee can take to make it easier to find a new position or to become self-employed.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	3.1.7	<b>Investigates entrepreneurship as an employment option.</b>	Identifies rewards and challenges of starting a business and personal characteristics necessary for success. <i>Notes:</i>	<b>CP B4</b> Explain the problems and possible benefits of involuntary changes in employment, including information on what actions the employee can take to make it easier to find a new position or to become self-employed.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
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3.2 ECONOMICS—THE LARGER PICTURE				
SELF Assess	3.2.1	Explains economics of supply and demand in terms of a particular company.	Describes cause-and-effect relationship between supply and demand for company product, service, or workforce. <i>Notes:</i>	<b>CP A4</b> Demonstrate an understanding of basic business concepts such as profit and loss, the availability of skilled labor, market share, and customer service.
SUPV Assess				
SELF Assess	3.2.2	Explains effects of competition on a particular company.	Determines role of competition in pricing, production and delivery, employee recruitment and compensation, and emphasis on customer needs. <i>Notes:</i>	<b>CP A4</b> Demonstrate an understanding of basic business concepts such as profit and loss, the availability of skilled labor, market share, and customer service.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>3.2.3</b>	<b>Describes production cycle for a particular company.</b>	Traces major steps for company product/service from raw material or concept to delivery; lists major resources needed to accomplish each step. <i>Notes:</i>	<b>SS Economics B1</b> Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.
SUPV Assess				
<b>SELF Assess</b>	<b>3.2.4</b>	<b>Explains governmental regulation of business in terms of constraints on a particular company.</b>	Outlines purpose and methods of government regulation; describes effects of regulation on company. <i>Notes:</i>	<b>SS Economics B2</b> Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).
SUPV Assess				
<b>SELF Assess</b>	<b>3.2.5</b>	<b>Distinguishes among advertising, marketing, and public relations as business strategies for a particular company.</b>	Explains company goals for advertising, marketing, and public relations and how company measures success in achieving these goals. <i>Notes:</i>	<b>SS Economics B3</b> Explain the positive and the negative impacts of advertising techniques on consumer behavior.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
<b>SELF Assess</b>	<b>3.2.6</b>	<b>Explains relationship of company image to profitability.</b>	Distinguishes between company proactive and reactive public relations; explains “spin” as a public relations tool. <i>Notes:</i>	<b>ELA H11</b> Evaluate information for accuracy, currency, and possible bias.
SUPV Assess				
<b>SELF Assess</b>	<b>3.2.7</b>	<b>Identifies relationship of a particular company to local, regional, state, or national economy.</b>	Identifies costs and benefits of company to its community and larger economy, such as number and types of jobs provided, taxes generated, infrastructure needed, symbiotic relationships with other companies/organizations, environmental impact, and philanthropy. <i>Notes:</i>	<b>SS Economics B4</b> Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity). <b>SS Economics C1</b> Explain the impact of cultural values on economic decisions, using at least two examples.
SUPV Assess				
<b>SELF Assess</b>	<b>3.2.8</b>	<b>Identifies cultural values of a particular company in relation to its employees.</b>	Explains company rationale for providing employee benefits such as overtime; paid holidays; vacation, parental, and other personal leave; flex time; education/training; and profit-sharing. <i>Notes:</i>	<b>SS Economics C1</b> Explain the impact of cultural values on economic decisions, using at least two examples.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	3.2.9	<b>Identifies ways in which a US -owned company adapts to a foreign culture in order to produce or sell abroad.</b>	Cites ways in which a US company adjusts policies and activities to foreign expectations, such as pay scales, advertising, or relationships with host-country companies and governments. <i>Notes:</i>	<b>SS Economics C1</b> Explain the impact of cultural values on economic decisions, using at least two examples.
SUPV Assess				
SELF Assess	3.2.10	<b>Explains opportunities and challenges of capitalism vs. other economic systems.</b>	Cites advantages and disadvantages of capitalism vs. other economic systems to companies/entrepreneurs, workers, and consumers. <i>Notes:</i>	<b>SS Economics C2</b> Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.
SUPV Assess				
SELF Assess	3.2.11	<b>Describes implications of the global marketplace for a particular company and its workers.</b>	Identifies challenges and opportunities for company and workforce when their product can be produced and sold anywhere in the world. <i>Notes:</i>	<b>SS Economics D1</b> Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.
SUPV Assess				

Task Rating	Task No.	TASK	STUDENT PERFORMANCE CRITERIA	SECONDARY MLR CORRELATION
SELF Assess	3.2.12	<b>Describes influence of national politics on international trade.</b>	Explains role of political parties in setting international trade policies and the effects of these policies on a particular company or industry. <i>Notes:</i>	<b>SS Economics D2</b> Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).
SUPV Assess				



See **Form B** (Tabs/Parts 4-5) for the material above  
arranged in order of career and academic Maine Learning Results.

See **Form X** for *Appendixes A, B, & C*

APPENDIX A : *Annotated List of Resources*

APPENDIX B : *Annotated List of Internet Sites*

APPENDIX C : *Glossary of Career-Related Terms*

**Appendixes D & E in the original publication are not available online.**

APPENDIX D\*

*Maine Learning Results Class Activities for Career Preparation K-12*

Rockland District Schools: January 2000

APPENDIX E\*

*Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12*

Region 8 Cooperative Board of Education: February 1998

*\*Copies can be obtained from—*

**Curriculum Resource Center of Maine**

200 Hogan Road ♦ Bangor, ME 04401

tel 942-1311 ♦ fax 942-1391



*Curriculum Integration Project documents are intended for use by Maine public schools. Other individuals or organizations wishing to use them should consult with Tim Hathorne, MAVEA Project Director, Mid-Coast School of Technology, 1 Main Street, Rockland, Maine 04841, or the Research & Curriculum Division of the Center for Career Development, Southern Maine Technical College, 2 Fort Road, South Portland, Maine 04106.*